Directors’ Webinar
August 13, 2019
Agenda

• Welcome Video
• Post-School Outcomes
  • Georgia Vocational Rehabilitation Agency (GVRA)
  • Self-Determination
• Assistive Technology
• Teacher Tools
• SELDA
• English Learners and Students with Disabilities
• Section 504 Forms and Guidance
• Student Support Team
• Facilitated IEP
Agenda

- Significant Disproportionality
- Numeracy Project
- Senate Bill 48 (Dyslexia Survey due by 8-23-2019)
- School Psychologists Stakeholder Meeting
Welcome back, students & teachers!

https://www.youtube.com/watch?v=IE18b9TFULs
Post-School Outcomes
Indicator 13 and 14
Vocational Rehabilitation (VR) Transition Services

• VR Transition Goals for the coming year
• Local LEA & VR Field Services collaboration
• Individualized Pre-ETS Needs Assessment with the development of a mutually agreeable Pre-ETS plan for the year ahead for each high school
• Effective leveraging of resources through local planning
• Pre-ETS planning to support sequential services and effective transition planning
• VR & GaDOE collaboration for staff training and learning opportunities
What to Expect ….

• VR letter to District Special Education Directors
• Planning meeting for Local Education Agencies (LEAs) and local VR field leadership (VR staff will coordinate meetings through the District Special Education Directors.)
• Dedicated VR Transition web landing page and customized social media campaign
Why Planning is Crucial

We know our goals and what we want to realize with our students during the most critical period of the school year.

A goal without a plan is a wish……..

VR looks forward to what we can accomplish together during the year ahead.
Indicator 13: Transition Indicator

- Laurie Ponsell – Program Specialist
  - Indicator 13 (% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals)
- Will be included with Cross Functional Monitoring
  - Transition Planning Survey will be discontinued.
- Resources to support Indicator 13 are available on the website.
Indicator 14: Postschool Outcomes

- Elise James, Program Specialist
  - Indicator 14 (% of youth who are no longer in secondary school, who had IEPs in effect at the time they left school and enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school)
Indicator 14: Postschool Outcomes

- ASPIRE
- Self-Determined Learning Model of Instruction (SDLMI)
Active Student Participation Inspires Real Engagement (ASPIRE) Train-the-Trainer

Date: September 4, 2019
Time: 9:00 am - 3:00 pm
Location: GaDOE, West Tower (10th Floor)
Registration: ASPIRE Train-the-Trainer Sept. 4, 2019

Will provide the basics for implementing a student-led IEP initiative or ASPIRE. The focus will be on planning implementation and scale-up, locating resources, and monitoring implementation and fidelity. Training will serve as a refresher for districts already implementing a student-led IEP process. If you have any questions, contact Elise James (ejames@doe.k12.ga.us).
ASPIRE<sup>Plus</sup>

Partnership Grant with University of Kansas
ASPIRE\textsuperscript{Plus} Webinar
Tuesday, August 27, 2019
3:00pm- 4:00pm

- ASPIRE\textsuperscript{Plus} is a partnership grant awarded by the Institute of Education Sciences (IES) to the University of Kansas in partnership with Georgia DOE.

- This grant provides the opportunity for the state to scale-up self-determination initiatives, including implementation of the Self-Determined Learning Model of Instruction, and conduct research on the effectiveness of the student-led IEP initiative (ASPIRE).

- Information will be provided regarding participation, expectations, trainings and supports. Districts that did not submit a letter will be able to join the grant.

- Georgia’s Partnership Grant: A Collaboration to Scale-Up Self-Determination link to register: https://attendee.gotowebinar.com/register/3204502850006742540

- If you have any questions, please contact Elise James at ejames@doe.k12.ga.us.
ASPIRE<sup>Plus</sup> – Coaching Model

• Train-the-Trainer
  
  Dr. Michael Wehmeyer  
  October 2, 2019 or October 3, 2019  
  Training Rooms A-C, West Tower -10<sup>th</sup> Floor  
  9:00 am-3:00 pm  
  GaDOE – Atlanta

• Who should attend:
  • Districts participating in ASPIRE<sup>Plus</sup> or interested in participating  
  • GLRS

• [ASPIRE (Plus) Coaching Model Training October 2, 2019](#)  
• [ASPIRE (Plus) Coaching Model Training October 3, 2019](#)
Professional Learning

• Tours - Roosevelt Warm Springs
  • When: November 6, 2019 or November 7, 2019
  • Audience: Special Education Directors, Coordinators, High School Lead Teachers, Counselors, School Psychologists, Career Specialists
Transition Webinar Series FY20
3:00 pm - 4:00 pm

- Georgia’s Partnership Grant: A Collaboration to Scale-Up Self-Determination (August 27)
- Pre-Employment Transition Services (Pre-ETS): What Is It and How Do I Get It? (September 24)
- A District’s Collaboration with the VR to Meet Student Needs (October 29)
- Transitioning Students to Adulthood: What Transition Personnel Need to Know (November 26)
- Teaching Self-Determination with Intentionality (January 28)
- Writing the Summary of Performance to Improve Postschool Outcomes (Indicator 14) (February 25)
- Aligning School and Community Resources (March 31)
- Transition Assessments and the Individual Graduation Plan (IGP) (April 28)
Self-Determination Community of Practice Virtual Meetings

Purpose:

• Provide support, guidance, resources and recommendations for implementation of the Self-Determined Learning Model of Instruction (SDLMI), the Self-Determination Inventory (SDI) and the embedding of self-determination across content areas and the collaborative initiative between the GaDOE and the Georgia Vocational Rehabilitation Agency (GVRA).

• Support provided for the implementation of ASPIRE, other student-led IEP initiatives and self-determination curricular.

When: Last Monday of each month from 3:00 pm - 4:00 pm.

First session is August 26, 2019.

Audience: School administrators, teachers, support staff, parent mentors or GVRA personnel utilizing the SDLMI, SDI, ASPIRE or student-led IEPs.

Participant Link: One for all sessions

• [https://attendee.gotowebinar.com/register/6056567835905091842](https://attendee.gotowebinar.com/register/6056567835905091842)

Please feel free to send questions and suggestions to Elise James at ejames@doe.k12.ga.us for inclusion in the community discussions. Sessions will not be recorded.
Self-Determination Initiatives Survey

- Capturing status of self-determination in districts
- Record of who is doing:
  - ASPIRE
  - SDLMI
  - Any student-led IEP
  - Other self-determination initiatives or products
Transition Webpage
Assistive Technology is to improve student achievement, productivity, independence and inclusion by increasing student access to assistive technology devices and services and enhancing educator knowledge of assistive technology.
Top 10 Assistive Technology Supports for Every Classroom

• Using the technology/AT that is currently in the classroom
• Text to Speech (TTS)
• Audiobooks and/or Digital Books
• Speech to Text (Dictation)
• Built in Accessibility Options
  • PC - Ease of Access
  • Mac Book - Accessibility Options
  • Mobile Devices – Accessibility Options
• Graphic Organizers
• Using Extensions and/or Add-ons with internet browsers
• Mobile Devices
• Visual Supports (classroom and/or behavior management)
• Closed Captioning
AT Webinar Series

- September 10, 2019, 3:00pm-3:30pm:
  - Using Technology/Assistive Technology Available in the Classroom
- October 8, 2019, 3:00pm-3:30pm:
  - How to Access Text to Speech to Support Students Who are Struggling with Visual Decoding
- November 12, 2019, 3:00pm-3:30pm:
  - Audiobooks or Digital Books: What Is the Difference and Why Is It Important?
- January 14, 2020, 3:00pm-3:30pm:
  - Speech to Text: Using Dictation to Support Students that Struggle with Writing
- February 11, 2020, 3:00pm-3:30pm:
  - Using Extensions and/or Add-ons with an Internet Browser
- March 10, 2020, 3:00pm-3:30pm:
  - Using Closed Captioning in PowerPoint to Support students in the Classroom
Person Centered to Person Driven: Successful Accommodations and Getting Students to Work

• Professional Learning Opportunity
  • Jennifer White

• Audience: Teachers of Students with Low Incidence Disabilities

• September 23rd or 24th

• GaDOE – Training Rooms A-C, West Tower

• 9:00 am - 3:00 pm

• Space is limited to 60 participants each day.
Teacher Tools

• Link to the Teacher Tools newsletter: https://madmimi.com/p/67c4ee

• The Teacher Tools newsletter was designed to support Georgia teachers and help them thrive in the classroom. Please visit: https://form.jotform.com/gadoespecialed/special-education-services-and-support to subscribe.
SELDA

Next session is August 20, 2019
1:00 pm - 6:00 pm
The Classic Center, Athens

• SELDA 2019-20 Registration for Individual Sessions
English Learners and Students with Disabilities

A webpage with resources for English Learners and Students with Disabilities has been added to the Division for Special Education Services and Supports homepage. See link on the right side of the homepage under Resources.

The webpage can also be accessed using the link below: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/English-Learners---Students-with-Disabilities.aspx
Section 504 - Guidance and Forms

- Georgia Department of Education Section 504 Guidance
- Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools
- Model Procedural Safeguards under Section 504
- Model Section 504 Student Rights
- Section 504 Definitions
- Section 504 Acronyms
- Section 504 FAQ
- Section 504 Impact on Civil Rights
- Rehabilitation Act of 1973
- **Section 504 - Fillable Forms**
  - USDOE Office for Civil Rights
    - https://www2.ed.gov/about/offices/list/ocr/index.html
  - USDOE Office for Civil Rights -504 FAQ
    - https://www2.ed.gov/about/offices/list/ocr/504faq.html

**504 documents have not been vetted or endorsed by the Office of Civil Rights (OCR). Districts may adopt the use of these forms or develop forms for district use following the requirements as outlined in the Rehabilitation Act of 1973 Section 504.**
What is IEP Team Meeting Facilitation?

Family Engagement and Dispute Resolution
Georgia Department of Education

Veronica Crenshaw, Program Specialist
Jamila Pollard, Program Manager Senior/Legal Officer
What is IEP Facilitation?

• IEP Facilitation is a “collaborative dispute prevention and resolution process used when members of an IEP Team agree that the presence of a third party would help facilitate communication and problem solving.”

• IEP Facilitation can be especially useful when there is a history of difficult interactions or a meeting is expected to be particularly complex or controversial.
What is IEP Facilitation?

• IEP Facilitation is an **optional** process, not required by the Individuals with Disabilities Education Act (IDEA).

• A Facilitated IEP (FIEP) Team meeting is the **same as any other IEP Team meeting**, except that a facilitator joins the meeting.
What is the role of the facilitator?

- Helps IEP Team members develop **ground rules**, an **agenda**, and **expected outcomes** for the meeting
- **Guides discussions** by asking student-focused questions
- Keeps the IEP Team **on task** and the meeting **on schedule**
What is the role of the facilitator?

• Asks questions to **clarify points** of agreement and disagreement and helps identify **workable solutions**

• **Does NOT** make decisions or determine if team members are right or wrong

• **Does NOT** address issues unrelated to the IEP and does NOT draft the IEP
What are some benefits of using IEP Facilitation?

• **Builds and improves relationships** among IEP Team members

• Team members may **feel better heard** when a facilitator is involved.

• Allows all members of the IEP Team the chance to **participate fully**.
What are some benefits of using IEP Facilitation?

- The IEP Team may work together more effectively and efficiently to create an IEP that benefits the student and is supported by all IEP Team members.
- Keeps decision-making with the IEP Team members who know the student best.
- Helps resolve disagreements more quickly than other dispute resolution processes (and is less costly – free to parents and districts).
FIEP Process and Procedures

• Either the parent or the school district may initiate the request for a Facilitated IEP Team meeting.

• Parents or district personnel can access the FIEP Team meeting request form from the website.

• Complete and submit the FIEP Team meeting request form to the special education director in the district.

• Since both parties must agree, a parent and the special education director’s signature must be on the FIEP Team meeting request form prior to submission to the GaDOE.
FIEP Process and Procedures

• The district will submit the signed FIEP Team meeting request form and a copy of a fully executed IEP Team meeting notice to the GaDOE at least 7-10 days prior to the meeting date.
  • Please indicate whether the FIEP Team meeting was a request from the parent or the district.

• The GaDOE will notify parties via email of whether their request has been approved or denied. If approved, the GaDOE will provide the parties with the name of the assigned facilitator.
Questions

• For questions or additional information, please contact the following:

  Special Education Help Desk
  Family Engagement and Dispute Resolution Unit
  Division of Special Education Services and Supports
  (404) 657-9968
  SPEDHelpDesk@doe.k12.ga.us
Significant Disproportionality; Implementing the New Regulation for Discipline
New Federal Regulation

• Federal Regulation became law in December 2016
  • Implementation date July 2018

• Education Department (Federal ED) had delayed the required implementation for 2 years (July 2020)
  • The ED delay was “vacated” by a Federal judge

• May 20, 2019: The (Federal) Department expects States to calculate significant disproportionality for the 2018–2019 school year using the 2016 rule’s standard methodology, or to recalculate using the 2016 rule’s standard methodology if a different methodology has already been used for this school year.
  • Georgia did not re-issue FY19 Disproportionality Determinations
Discipline

Discipline Calculations:

• Total Disciplinary Removals
  • An incident count
  • Not a student count

• ISS and OSS Discrete Calculations
  • A student count
  • # of students with ISS ≤ 10 days
  • # of students with OSS ≤ 10 days
  • # of students with ISS > 10 days
  • # of students with OSS > 10 days

Georgia will transition from “Duration and Type” to Discrete calculations, 1 measure to 4 measures.
FY20 Determinations

A district will receive a determination of Significant Disproportionality when the Risk Ratio is $\geq 3.0$ for 3 consecutive years.

**Discipline (Student Record):**

- SY2016-17 Data (calculated with old methodology, Duration and Type)
- SY2017-18 Data (calculated with old methodology, Duration and Type)
- SY2018-19 Data (calculated with new discrete calculations methodology)
From Duration and Type to Discrete Calculations: Example

LEA Data:
- FY18 Risk Ratio ≥ 3.0: Black Duration and Type
- FY19 Risk Ratio ≥ 3.0: Black Duration and Type
- FY20 Risk Ratio ≥ 3.0: Black ISS > 10 days

Yes

Significant Disproportionality
From Duration and Type to Discrete Calculations: Example

LEA Data:
- FY18 Risk Ratio ≥ 3.0: Black Duration and Type
- FY19 Risk Ratio ≥ 3.0: Black Duration and Type
- FY20 Risk Ratio ≥ 3.0: Hispanic OSS ≤ 10 days

No Significant Disproportionality
Previewing your Data

Your SY 2017-2018 Discrete Calculation discipline data will be shared with you by your District Liaison

• This calculation WILL NOT be used for your determination.

• SY2017-2018 data calculated according to the Duration and Type methodology will be used for determinations this year (FY20 determination).

• Data are being shared only to provide awareness and notice.
### Significant Disproportionality - Duration and Type

#### FY19 Determination

<table>
<thead>
<tr>
<th>District</th>
<th>Race/Ethnicity</th>
<th>Suspension Count</th>
<th>Value Added Suspension</th>
<th>Cumulative SWD Enrollment</th>
<th>Risk Ratio</th>
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#### State of Georgia

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*Data Source: 2018 June SR Data Collection*
Disciplinary Count

FY18 (School Year 2017-2018) Discipline Removal Data; Reported in FY18 Student Record
Discipline Counts used for Significant Disproportionality Calculations

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>INSCHOOL</th>
<th>OUTOF SCHOOL</th>
<th>Total</th>
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This is the number you will see as "Suspension Count" in the Special Education Dashboard.

Sample County

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<th>Total</th>
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Total: 0

Total: 299

Total: 8

Total: 1

Total: 10

Total: 93
# Risk Ratio

FY18 (School Year 2017-2018) Discipline Removal Data
Reported in FY18 Student Record; Significant Disproportionality Calculations

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## Significant Disproportionality - Duration and Type

### FY19 Determination

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<td>GREATER THAN 10 DAYS</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>Black</td>
<td>52</td>
<td>790</td>
<td>107</td>
</tr>
<tr>
<td>Hispanic</td>
<td>26</td>
<td>318</td>
<td>32</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>4</td>
<td>66</td>
<td>7</td>
</tr>
<tr>
<td>White</td>
<td>13</td>
<td>477</td>
<td>30</td>
</tr>
</tbody>
</table>

This is the number you will see as "Suspension Count" in the Special Education Dashboard.

Sample County

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>INSCHOOL</th>
<th>OUTOF SCHOOL</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2</td>
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</tr>
<tr>
<td>Asian</td>
<td>2</td>
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<td>0</td>
</tr>
<tr>
<td>Black</td>
<td>52</td>
<td>790</td>
<td>107</td>
</tr>
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<td>26</td>
<td>318</td>
<td>32</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>4</td>
<td>66</td>
<td>7</td>
</tr>
<tr>
<td>White</td>
<td>13</td>
<td>477</td>
<td>30</td>
</tr>
</tbody>
</table>

6 | 28 | 1640 | 616 | 0 | 128 | 872
## Risk Ratio

FY18 (School Year 2017-2018) Discipline Removal Data
Reported in FY18 Student Record; Significant Disproportionality Calculations

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>INSCHOOL</th>
<th>OUTOFSCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GREATER THAN 10 DAYS</td>
<td>LESS THAN OR EQUAL TO 10 DAYS</td>
</tr>
<tr>
<td>American Indian</td>
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<td>Asian</td>
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<td>Black</td>
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<td>0.8946</td>
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<tr>
<td>Pacific Islander</td>
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<tr>
<td>Two or More Races</td>
<td>1.0741</td>
<td>1.0295</td>
</tr>
<tr>
<td>White</td>
<td>0.2502</td>
<td>0.6481</td>
</tr>
</tbody>
</table>

Sample County
Reviewing Your Data

• The data you receive will be the 2017-2018 school year removals with discrete calculations.
• Duration and Type Risk Ratios will be used for 2016-2017 and 2017-2018 data.
• New, Discrete Calculation will be used to calculate Risk Ratios using 2018-2019 data.

Much more information will be shared at the Data Conference in Athens.
Numeracy Project

The braille version of Georgia's Numeracy Project (GLoSS) is available from the GIMC. GaDOE Curriculum and GIMC are working closely together to ensure that our braille readers have the same opportunities as their age matched peers.

To order:

1. Login to the GIMC ordering system
2. Search for - "Georgia Numeracy Project"
3. Add the title to your bookbag
4. Complete the ordering process
GIMC Materials

- Overdue book and material notices will be sent to teachers this week. Districts are responsible for the cost of any books and materials that are lost or damaged beyond normal wear.
Senate Bill 48: Dyslexia
Senate Bill 48: Dyslexia Survey

- As you know, Senate Bill 48 – signed into law on May 2, 2019 – includes several provisions to better serve students affected by dyslexia.

- Create a PSC-approved dyslexia endorsement

- Create a handbook for district leaders, educators, and parents about serving students with difficulties learning to read, including dyslexia

- Provide a list of available educator trainings to support their learning about dyslexia

- Create a pilot study with at least three districts (rural, urban, and suburban) to document how students are screened in grades K-3, how they are identified for services, how they are served, and the efficacy of interventions
Senate Bill 48: Dyslexia Survey

- We are currently planning the Dyslexia Pilot for at least three systems in the 2020-2021 school year. The information you provide through the survey will be used to plan the pilot study.

- **Click here to access a short survey on the instruments and practices your school system is already using to identify and serve students with dyslexia.**

- Due by August 23, 2019.
School Psychologist Stakeholder Meeting (July 29th)

Benjamin Knaebel (Decatur City)
Christy Jaffe (Cobb County)
Donna Major (Walton County)
Susan Bryant (Georgia Association of School Psychologists)
Brittany Peacock (Ware County)
Carol Keenon (District 11 & 12 RESA)
Michelle Finch (Savannah Chatham)
Hearing and Vision Screenings Flow Charts
Questions